



MEMMINGER ELEMENTARY

20 Beaufain Street
Charleston, SC 29401

Grades	PK-6 Elementary School	
Enrollment	352 Students	
Principal	Anthony S. Dixon	843-724-7778
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

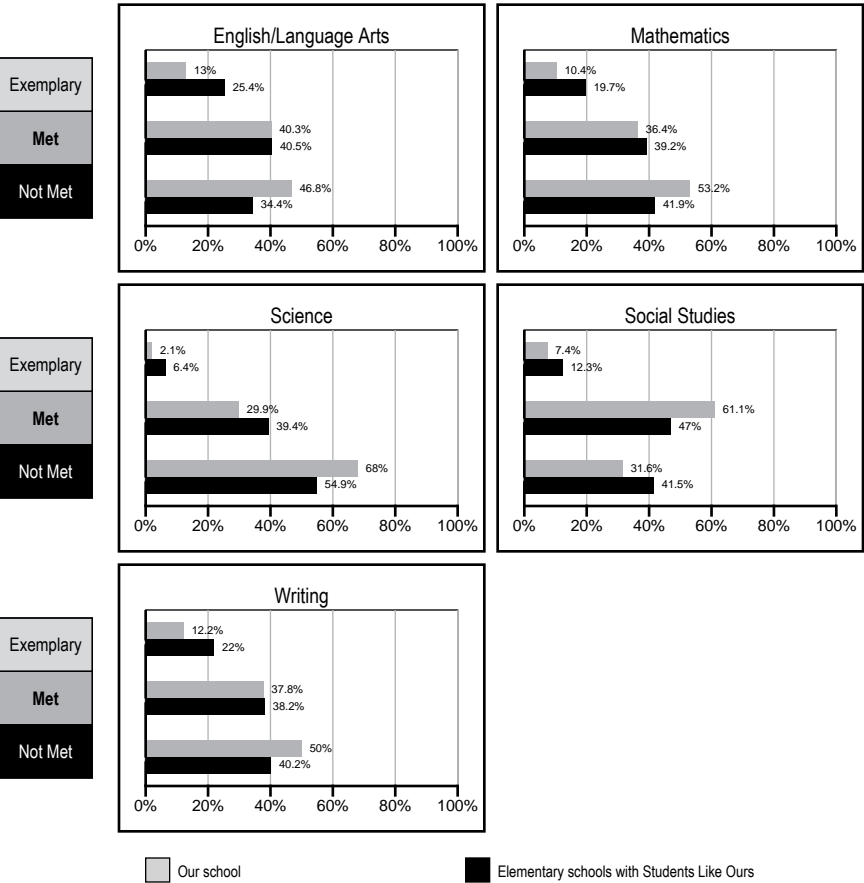
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	92	59	24

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=352)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	1.5%	1.2%
Attendance rate	96.0%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	3.0%	Up from 2.3%	4.8%	11.7%
With disabilities other than speech	7.0%	Down from 8.8%	8.5%	8.0%
Older than usual for grade	0.8%	Down from 1.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 1.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	Down from 55.2%	60.0%	60.5%
Continuing contract teachers	78.1%	Up from 75.9%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 85.5%	83.6%	87.0%
Teacher attendance rate	97.0%	Up from 95.8%	95.4%	95.4%
Average teacher salary*	\$43,823	Up 1.3%	\$45,439	\$47,288
Professional development days/teacher	11.1 days	Up from 8.9 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 17.1 to 1	17.3 to 1	19.2 to 1
Prime instructional time	91.9%	Up from 91.6%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,706	Up 0.2%	\$8,593	\$7,548
Percent of expenditures for instruction**	65.6%	Down from 66.6%	68.0%	68.7%
Percent of expenditures for teacher salaries**	59.7%	Up from 58.6%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Memminger Elementary School is excited about our transition to becoming one of Charleston County School District's first partial magnet schools. This year, our school transitioned into the Memminger School of Global Studies: A University Partnership. Through a rigorous inquiry-based approach, this program brings the county's coherent curriculum to life through the use of geography, social studies, language, and cultural appreciation.

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate all children. We have supportive parents, strong mentor and volunteer programs, and outstanding community support. Memminger School of Global Studies has been recognized as a Positive Behavioral Intervention and Supports Banner School.

Through the hard work of the faculty, staff, students, and parents, Memminger School made Adequate Yearly Progress, based on our performance on the 2009 PASS Assessment.

We continue to make progress in raising our academic achievement by using best-practices instructional techniques, honoring instructional time, involving both students and parents in the learning process, and providing staff development that is meaningful in enhancing the school's academic growth. Our goal is to continue to improve the number of students at the Met and Exemplary range.

Our greatest challenge has been closing the gap between primary and elementary student achievement. In order to meet these challenges, our teachers have had additional training in using data to make instructional decisions. We have a strong school-based Response to Intervention plan (RTI) in which we have been recognized by our district.

We will continue to use school-wide norming data, MAP benchmarking, and PASS analysis as well as DIBELS to improve classroom instruction. Through our use of data, we have concluded that our students need consistent instruction in the area of Phonics in order to build a solid literacy program. Therefore, all teachers in grades K-3 have implemented the Project Read phonics curriculum in collaboration with our Balanced Literacy model at Memminger. We will continue to utilize school-wide differentiation and research-based computer assisted instructional programs.

Memminger continues a partnership agreement with the College of Charleston and several local businesses and non-profit organizations. Our continued focus will be to increase student proficiency.

We plan to accomplish all this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Anthony S. Dixon, Principal
Altovese Gourdine, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	29	20
Percent satisfied with learning environment	88.0%	75.9%	84.2%
Percent satisfied with social and physical environment	83.3%	82.1%	90.0%
Percent satisfied with school-home relations	60.0%	82.8%	85.0%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	162	99.4	46.8	40.3	13	70.8	85	83.5	Yes	Yes
Gender										
Male	89	98.9	56.1	36.6	7.3	63.4	81.6	80.1	N/A	N/A
Female	73	100	36.1	44.4	19.4	79.2	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	160	99.4	46.4	40.5	13.1	71.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	26	96.2	N/A	N/A	N/A	52	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	99.4	46.6	41.9	11.5	70.9	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	162	100	53.2	36.4	10.4	61.7	81	80.4	Yes	Yes
Gender										
Male	89	100	61	25.6	13.4	50	78.9	78.4	N/A	N/A
Female	73	100	44.4	48.6	6.9	75	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	160	100	52.9	36.6	10.5	61.4	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	26	100	N/A	N/A	N/A	24	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	53.4	37.8	8.8	61.5	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	103	100	68	29.9	2.1	32	67.4	67.3
Gender								
Male	54	100	N/A	N/A	N/A	32.7	66.2	66.9
Female	49	100	68.8	27.1	4.2	31.3	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	102	100	68	29.9	2.1	32	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	6.3	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	99	100	68.8	30.1	1.1	31.2	49.3	55.4

Social Studies

All Students	100	100	31.6	61.1	7.4	68.4	73.8	70.9
Gender								
Male	61	100	33.9	57.1	8.9	66.1	72.3	70.1
Female	39	100	28.2	66.7	5.1	71.8	75.3	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	98	100	30.9	61.7	7.4	69.1	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	14	100	N/A	N/A	N/A	30.8	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	96	100	30.8	63.7	5.5	69.2	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	164	100	50	37.8	12.2	50	75	72.1	96	95.7
Gender										
Male	90	100	56.6	32.5	10.8	43.4	69.1	65.2	95.6	95.5
Female	74	100	42.5	43.8	13.7	57.5	81	79.2	96.6	95.8
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	91	80.8	95.8	95.8
African American	162	100	50.3	37.4	12.3	49.7	60.2	59.7	96	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	98.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	16.7	28.4	27.7	95	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	63.5	63.7	93.6	96.3
Socio-Economic Status										
Subsidized meals	158	100	50	38.7	11.3	50	61.1	61.9	96	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	32.4	29.4	38.2	67.6
	4	32	100	N/AV	N/AV	N/AV	67.9
	5	30	100	32.1	57.1	10.7	67.9
	6	26	100	68	28	4	32
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	98.1	42	40	18	58
	4	41	100	50	34.2	15.8	50
	5	34	100	48.5	45.5	6.1	51.5
	6	34	100	48.5	42.4	9.1	51.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	38	100	41.2	32.4	26.5	58.8
	4	32	100	57.1	39.3	3.6	42.9
	5	30	100	N/AV	N/AV	N/AV	57.1
	6	26	100	N/AV	N/AV	N/AV	44
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	52	36	12	48
	4	41	100	42.1	42.1	15.8	57.9
	5	34	100	66.7	30.3	3	33.3
	6	34	100	54.5	36.4	9.1	45.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	19	100	43.8	50	6.3	56.3
	4	32	100	N/AV	N/AV	N/AV	35.7
	5	15	100	53.3	40	6.7	46.7
	6	14	100	N/AV	N/AV	N/AV	23.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	26	100	79.2	12.5	8.3	20.8
	4	41	100	N/A	N/A	N/A	39.5
	5	18	100	N/A	N/A	N/A	27.8
	6	18	100	N/A	N/A	N/A	35.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	19	100	22.2	50	27.8	77.8
	4	32	100	25	67.9	7.1	75
	5	15	100	23.1	61.5	15.4	76.9
	6	13	100	N/AV	N/AV	N/AV	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	46.2	46.2	7.7	53.8
	4	41	100	21.1	68.4	10.5	78.9
	5	16	100	46.7	46.7	6.7	53.3
	6	16	100	N/A	N/A	N/A	81.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	38	100	23.5	41.2	35.3	76.5
	4	32	100	39.3	50	10.7	60.7
	5	31	100	42.9	46.4	10.7	57.1
	6	27	100	64	28	8	36
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	56	26	18	44
	4	41	100	31.6	44.7	23.7	68.4
	5	36	100	60	37.1	2.9	40
	6	34	100	N/AV	N/AV	N/AV	48.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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